

# PASD 5<sup>th</sup> Grade Report Card Rubric MP 1

## ENGLISH LANGUAGE ARTS

FOUNDATIONAL SKILLS OF LITERACY				
Descriptor	1 Applies skills less than half of the time  (Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	2 Applies skills more than half of the time  (Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	3 Applies skills a large majority of the time  (Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	4 Exceeds skills expectations a large majority of the time  (Performance consistently exceeds the standard required for the grade level. Student is able to extend and apply key concepts, processes, and skills.)
Reads with accuracy	N/A	N/A	N/A	N/A
Reads with fluency	N/A	N/A	N/A	N/A

READING LITERATURE				
Descriptor	1 Applies skills less than half of the time  (Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	2 Applies skills more than half of the time  (Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	3 Applies skills a large majority of the time  (Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	4 Exceeds skills expectations a large majority of the time  (Performance consistently exceeds the standard required for the grade level. Student is able to extend and apply key concepts, processes, and skills.)
Explain how a part of a text (story, drama or poem) fits together to provide the overall structure of the given text	<b>Minimally</b> Tells what came before the part and/or what came after it.	<b>Inconsistently</b> Identifies a specific part of the text (e.g. theme, conflict, resolution, specific events. . .) but does not consistently explain how it affects the whole story using textual evidence.	<b>Consistently</b> Identifies how a specific part of the text (e.g. theme, conflict, resolution, specific events...). Explains how the part affects the whole story using textual evidence. Discusses a bigger idea or overall theme.	<b>Consistently</b> Identifies and explains how a specific part of the text (e.g. theme, conflict, resolution, specific events...). Explains how the part affects the whole story using textual evidence. Accurately connects to a stated theme.

Describe an author's purpose by analyzing the craft technique(s) used in the text	<b>Minimally</b> Identifies author's craft technique and author's goal.	<b>Inconsistently</b> Uses story elements to name an author's craft technique but inconsistently elaborates on how that technique supports the author's goal or vice-versa using textual evidence.	<b>Consistently</b> Uses story elements to name an author's craft technique and elaborate on how that technique supports the author's goal using textual evidence.	<b>Consistently</b> Uses story elements and literary language to name an author's craft technique and elaborate on how that technique supports the author's goal across the text using evidence; connecting it to a larger idea or themes.
Determine theme(s) in a text	<b>Minimally</b> Determines a theme of a story, drama, or poem from details in the text	<b>Inconsistently</b> Determines a theme of a story, drama, or poem from details in the text and supports with textual evidence	<b>Consistently</b> Determines a theme of a story, drama, or poem from details in the text and supports with relevant textual evidence, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic	<b>Consistently</b> Determines more than one theme of a story, drama, or poem from details in the text and fully supports with relevant textual evidence, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic
Compare and contrast the texts (or parts of the text) in terms of story elements and themes	<b>Minimally</b> Compares and contrasts a story, drama, or poem.	<b>Inconsistently</b> Compares and contrasts characters, settings, themes, or events in a story, drama, or poem, drawing on specific details in the text.	<b>Consistently</b> Compares and contrasts two or more characters, settings, themes, or events in a story, drama, or poem, drawing on specific details in the text.	<b>Consistently</b> Compares and contrasts two or more characters, settings, themes, or events in a story, drama, or poem, drawing on specific details and craft techniques in the text.
Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with text	<b>Minimally</b> Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with text	<b>Inconsistently</b> Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with text	<b>Consistently</b> Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with text	<b>Consistently</b> Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions specifically with literary language correctly
Reads literary text proficiently and independently in the fifth grade text complexity band	<b>Minimally</b> Reads and comprehends literature on guided reading and/or F&P <b>level Q or below</b> , as measured by conferring, small group instruction, and/or book clubs, etc.	<b>Inconsistently</b> Reads and comprehends literature on guided reading and/or F&P <b>level R</b> , as measured by conferring, small group instruction, and/or book clubs, etc.	<b>Consistently</b> Reads and comprehends literature on guided reading and/or F&P <b>level S/T</b> , as measured by conferring, small group instruction, and/or book clubs, etc.	<b>Consistently</b> Reads and comprehends literature on guided reading and/or F&P <b>level U/V or above</b> , as measured by conferring, small group instruction, and/or book clubs, etc.

READING INFORMATIONAL TEXT				
Descriptor	<b>1</b> <b>Applies skills less than half of the time</b>  (Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	<b>2</b> <b>Applies skills more than half of the time</b>  (Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	<b>3</b> <b>Applies skills a large majority of the time</b>  (Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	<b>4</b> <b>Exceeds skills expectations a large majority of the time</b>  (Performance consistently exceeds the standard required for the grade level. Student is able to extend and apply key concepts, processes, and skills.)
Determines two or more main ideas of a text and explain how they are supported by key details; summarize the text	N/A	N/A	N/A	N/A
Identify an author's craft technique(s) and elaborate how the technique(s) support the author's goals	N/A	N/A	N/A	N/A
Makes inferences based on major relationships between events or ideas in the text(s)	N/A	N/A	N/A	N/A
Compare and contrast the texts (or parts of the text) in terms of perspective, craft, and/or structure	N/A	N/A	N/A	N/A
Analyze parts of a text in relation to the whole	N/A	N/A	N/A	N/A
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent	N/A	N/A	N/A	N/A
Integrate information from several texts or digital sources to demonstrate understanding of the topic	N/A	N/A	N/A	N/A
Determines meaning and appropriately uses words, phrases, multiple meanings, and/or new vocabulary through interactions with text	N/A	N/A	N/A	N/A
Reads informational and literary non-fiction text proficiently and independently in the fifth grade text complexity band	N/A	N/A	N/A	N/A

WRITING AND CONVENTIONS				
Descriptor	<b>1</b> <b>Applies skills less than half of the time</b>  (Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	<b>2</b> <b>Applies skills more than half of the time</b>  (Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	<b>3</b> <b>Applies skills a large majority of the time</b>  (Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	<b>4</b> <b>Exceeds skills expectations a large majority of the time</b>  (Performance consistently exceeds the standard required for the grade level. Student is able to extend and apply key concepts, processes, and skills.)
Writes narrative pieces proficiently	<b>Minimally</b> Writes about one small moment using some transition words with a possible beginning, middle, and/or end.  May use descriptive language and/or dialogue.	<b>Inconsistently</b> Writes narratives to develop real experiences.  Establishes a situation and introduces the characters.  Uses details and includes dialogue.  Organizes the narrative into paragraphs using transitional words and phrases, and provides a conclusion.	<b>Consistently</b> Writes narratives to develop real experiences.  Orients the reader by establishing a situation and introducing the characters.  Uses descriptive language and includes dialogue that shows character motivations.  Organizes the narrative into paragraphs using a variety of transitional words and phrases, and provides a conclusion that is connected to the overall theme.	<b>Consistently</b> Writes narratives to develop real experiences focused around a central theme.  Orients the reader by establishing a situation and introducing the characters.  Uses descriptive language and includes purposeful dialogue that shows character motivations and keeps the reader engaged.  Organizes the narrative into paragraphs using a variety of transitional words and phrases, and provides a conclusion that is connected to the overall theme(s).
Writes informational pieces proficiently	N/A	N/A	N/A	N/A
Writes opinion pieces proficiently	N/A	N/A	N/A	N/A
Uses grade-level appropriate grammar, capitalization, and punctuation when writing	<b>Minimally</b> Uses grade-level appropriate grammar, capitalization, and punctuation when writing.	<b>Inconsistently</b> Uses grade-level appropriate grammar, capitalization, and punctuation when writing	<b>Consistently</b> Uses grade-level appropriate grammar, capitalization, and punctuation when writing	<b>Consistently</b> Uses grade-level appropriate grammar, capitalization, and punctuation when writing.  Additionally, uses a variety of complex sentence structures and lengths
Uses grade-level appropriate spelling	<b>Minimally</b> Uses grade-level appropriate spelling	<b>Inconsistently</b> Uses grade-level appropriate spelling	<b>Consistently</b> Uses grade-level appropriate spelling	<b>Consistently</b> Uses grade-level and above appropriate spelling

SPEAKING AND LISTENING				
Descriptor	<b>1</b> <b>Applies skills less than half of the time</b>  (Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	<b>2</b> <b>Applies skills more than half of the time</b>  (Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	<b>3</b> <b>Applies skills a large majority of the time</b>  (Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	<b>4</b> <b>Exceeds skills expectations a large majority of the time</b>  (Performance consistently exceeds the standard required for the grade level. Student is able to extend and apply key concepts, processes, and skills.)
Report on a topic/present an opinion to support main ideas with relevant details	N/A	N/A	N/A	N/A
Engage effectively in a range of collaborative grade-level discussions	<b>Minimally</b> Actively participates in discussions, ask questions to check understanding, stays on topic, and links their comments to the remarks of others	<b>Inconsistently</b> Actively participates in discussions, ask questions to check understanding, stays on topic, and links their comments to the remarks of others	<b>Consistently</b> Actively participates in discussions, ask questions to check understanding, stays on topic, and links their comments to the remarks of others	<b>Consistently</b> Actively leads and participates in discussions, ask questions to check understanding, stays on topic, and links their comments to the remarks of others to grow or modify their own understanding of the text

## MATHEMATICS

OPERATIONS				
Descriptor	<b>1</b> <b>Applies skills less than half of the time</b>  (Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	<b>2</b> <b>Applies skills more than half of the time</b>  (Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	<b>3</b> <b>Applies skills a large majority of the time</b>  (Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	<b>4</b> <b>Exceeds skills expectations a large majority of the time</b>  (Performance consistently exceeds the standard required for the grade level. Student is able to extend and apply key concepts, processes, and skills.)
Apply place value to show an understanding of multi-digit whole numbers	<b>Minimally</b> Demonstrates place value concepts through ten millions.  Orders AND compares numbers up to 10,000,000s.  Rounds and estimates numbers through the ten millions.	<b>Inconsistently</b> Demonstrates place value concepts through ten millions.  Orders AND compares numbers up to 10,000,000s.  Rounds and estimates numbers through the ten millions.	<b>Consistently</b> Demonstrates place value concepts through ten millions.  Orders AND compares numbers up to 10,000,000s.	<b>Consistently</b> Demonstrates place value concepts beyond the ten millions  Orders AND compares numbers beyond 10,000,000s.  Rounds and estimates numbers beyond the ten millions.

	*Often receives 1-on-1/small group instruction.	*Occasionally receives 1-on-1/small group instruction.	Rounds and estimates numbers through the ten millions.	**Independently completes extension activities of skills such as POYTC and enrichment packets.
Use place value understandings and properties of operations to perform multi-digit arithmetic	<p><b>Minimally</b> Uses all four operations to solve multi-digit whole number problems using strategies based on place value.</p> <p>Multiply multi-digit whole numbers (including two-digit by three-digit).</p> <p>Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.</p> <p>Correctly computes accurately straight computation and word problems.</p> <p>*Often receives 1-on-1/small group instruction.</p>	<p><b>Inconsistently</b> Uses all four operations to solve multi-digit whole number problems using strategies based on place value.</p> <p>Multiply multi-digit whole numbers (including two-digit by three-digit).</p> <p>Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.</p> <p>Correctly computes accurately straight computation and word problems.</p> <p>*Occasionally receives 1-on-1/small group instruction.</p>	<p><b>Consistently</b> Uses all four operations to solve multi-digit whole number problems using strategies based on place value.</p> <p>Multiply multi-digit whole numbers (including two-digit by three-digit).</p> <p>Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.</p> <p>Correctly computes accurately straight computation and word problems.</p>	<p><b>Consistently</b> Uses all four operations to solve multi-digit whole number problems using a variety of strategies based on place value.</p> <p>Multiply multi-digit whole numbers (exceeds beyond two-digit by three-digit).</p> <p>Find whole-number quotients of whole numbers exceeding four-digit dividends and two-digit divisors.</p> <p>Correctly computes accurately straight computation and complex word problems.</p> <p>**Independently completes extension activities of skills such as POYTC and enrichment packets.</p>
Add and subtract fractions and mixed numbers with unlike denominators and extend this understanding to real-world problems.	N/A	N/A	N/A	N/A
Multiply and divide fractions and whole numbers. Extend this understanding to real-world problems.	N/A	N/A	N/A	N/A

ALGEBRAIC CONCEPTS				
Descriptor	<b>1</b> <b>Applies skills less than half of the time</b>  (Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	<b>2</b> <b>Applies skills more than half of the time</b>  (Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	<b>3</b> <b>Applies skills a large majority of the time</b>  (Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	<b>4</b> <b>Exceeds skills expectations a large majority of the time</b>  (Performance consistently exceeds the standard required for the grade level. Student is able to extend and apply key concepts, processes, and skills.)
Interpret and evaluate numerical expressions using order of operations	<b>Minimally</b> Uses multiple grouping symbols (parentheses, brackets, or braces) in numerical expressions and evaluates expressions containing these symbols.  *Often receives 1-on-1/small group instruction.	<b>Inconsistently</b> Uses multiple grouping symbols (parentheses, brackets, or braces) in numerical expressions and evaluates expressions containing these symbols.  *Occasionally receives 1-on-1/small group instruction.	<b>Consistently</b> Uses multiple grouping symbols (parentheses, brackets, or braces) in numerical expressions and evaluates expressions containing these symbols.	<b>Consistently</b> Uses multiple grouping symbols (parentheses, brackets, or braces) in numerical expressions and evaluates complex expressions containing these symbols.  **Independently completes extension activities of skills such as POYTC and enrichment packets.
Create, generate, and analyze patterns using two rules	N/A	N/A	N/A	N/A

GEOMETRY				
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Graph points in the first quadrant on the coordinate plan and interpret these ordered pairs to solve real-world problems.	N/A	N/A	N/A	N/A
Classify 2-dimensional figures into categories based on an understanding of their properties.	N/A	N/A	N/A	N/A

MEASUREMENT, DATA AND PROBABILITY				
Descriptor	<b>1</b> <b>Applies skills less than half of the time</b>  (Performance is approaching, but not meeting, the benchmarks as required for meeting grade level standards.)	<b>2</b> <b>Applies skills more than half of the time</b>  (Performance demonstrates progress towards meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes, and skills.)	<b>3</b> <b>Applies skills a large majority of the time</b>  (Performance consistently meets the standards as required for the grade level. The student applies the key concepts, processes, and skills.)	<b>4</b> <b>Exceeds skills expectations a large majority of the time</b>  (Performance consistently exceeds the standard required for the grade level. Student is able to extend and apply key concepts, processes, and skills.)
Solve problems with conversions within a given measurement system.	N/A	N/A	N/A	N/A
Organize, display, and interpret data on graphs and tables.	N/A	N/A	N/A	N/A
Find volumes of solid figures and extend an understanding of volume to real-world problems.	N/A	N/A	N/A	N/A